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**January 1999**



**English 33**

**Part A: Written Response**

**Grade 12 Diploma Examination**

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January 1999  
**English 33**  
**Part A: Written Response**  
**Grade 12 Diploma Examination**

*Description*

**Part A: Written Response** contributes 50% of the total English 33 Diploma Examination mark and consists of **three** sections.

• **Section I:**  
**Personal Response to Literature**

<i>Suggested time</i>	<i>Value</i>
75 minutes	50 marks

• **Section II:**  
**Functional Writing**

<i>Suggested time</i>	<i>Value</i>
45 minutes	30 marks

• **Section III:**  
**Response to Visual Communication**

<i>Suggested time</i>	<i>Value</i>
30 minutes	20 marks

Budget your time carefully; the suggested time for each section is only a guideline for you.

**Time: 2 ½ hours.** This examination was developed to be completed in 2 ½ hours; however, you may take an additional ½ hour to complete the examination.

*Instructions*

- You may use the following print or electronic references:
  - an English and/or bilingual dictionary
  - a thesaurus
  - an authorized writing handbook
- Complete all **three** sections.
- Space is provided in this booklet for planning and for your written work.
- Use blue or black ink for your written work.

*Additional Instructions for Students Using Word Processors*

- Format your work using an easy-to-read 12-point or larger font such as Times.
- Double-space your final copy.
- Staple your final printed work to the page indicated for word-processed work for each section. Hand in all work.
- Indicate in the space provided on the back cover that you have attached word-processed pages.

**Do not write your name anywhere in this booklet.**

**Feel free to make corrections and revisions directly on your written work.**

## SECTION I: PERSONAL RESPONSE TO LITERATURE

(Suggested time: 75 minutes)

Read the following excerpt and complete the assignment.

### from IRON AND SILK

*Mark Salzman, the narrator, describes the challenge he and his colleague Jan face while teaching English in Changsha, the capital of Hunan, a province in China. He describes the difficulties of Chinese students who are trying to meet the expectations of Western teachers.*

... April came from a village in the Hunan countryside and had never seen Changsha before coming to college, much less a pair of American teachers. At the beginning of the semester she was so frightened she did not dare even to look up from her desk—she buried her head in her hands and would not respond to questions, and once or twice I saw tears drop onto her desk as she struggled to overcome her embarrassment. On the first quiz she did not even raise her pencil. The English Department came very close to removing her from the program and giving her place to someone less talented but more sturdy. Somehow, though, she managed to stay in the class.

Months passed before I could get her to speak audibly in class, but even then she would not look up from her desk. On a class outing, when I took out my camera to take a picture of the group, April disappeared and hid behind a tree, too shy to be photographed. Her classmates liked her and helped her by giving her parts in skits that allowed her to remain seated. Outside of class some of the girls told me that in the dormitory April was less shy, even playful, but in the classroom she became too nervous to speak. The first time April actually raised her voice loud enough for everyone to hear, the class applauded. April curled up into a ball, covered her head with her arms and did not come up for several minutes. I thought she was crying but Juliet, who sat next to her, said, “Don’t worry, Teacher Mark. April is happy—she is smiling!” I said, “April, is that true?” and though she did not say anything, her shoulders moved up and down in a little nod.

By the end of the first semester, Jan and I decided that it was time for April to sink or swim. Part of the final examination was an oral quiz. Originally we had planned to let Jan quiz April, because April was less frightened of her. But this seemed a good opportunity to force April to get over her fear. I announced in class the names of those who would test with Jan and those who would test with me, and when I said, “And April, you will be tested by me,” the whole class gasped. April, though I could not see her face, appeared to stiffen.

For days before the exam the students whispered and made predictions about April’s interview with Teacher Mark. A few of the girls even came to my office to ask for a

*Continued*



change of decision on April's behalf. On the day of the exam the students waited in one room while Jan and I conducted interviews in two other rooms. When I walked into the waiting room and called April's name, the room fell silent and everyone looked at her. April did not move. "Go into your office," Juliet said, "she will come." I went into the office and waited. Suddenly the door opened; April closed it behind her, marched up to me, looked me square in the eyes and said in a booming voice, "I'm ready!" She tested without any difficulty, and when it was over I laughed and said, "April, that was wonderful! How did you do it?" "Am I done?" she asked, still looking directly at me. "Yes, you are, and you did very well." "I know," she boomed, then shot out of the classroom, running all the way to the dormitory.

Mark Salzman

## THE ASSIGNMENT

Having to face our fears is a common experience. In the excerpt from *Iron and Silk*, April struggles to overcome fear in order to progress.

**What is your opinion of the idea that confronting our fears provides us with a sense of achievement?**

In your writing, you should

- consider April's response to her situation
- use your own experiences and/or observations to support your opinion

You may also refer to other literature that you have studied.

Present your ideas in PROSE.

## Section I: Personal Response to Literature

### *Planning*

There is additional space for planning on pages 6, 8, and 10.

*If you are using a word processor, staple your Section I finished work here.  
You may make corrections directly on your printed page(s).*

## Section I: Personal Response to Literature

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for written work on pages 7, 9, and 11.

## Section I: Personal Response to Literature

### *Planning*

There is additional space for planning on pages 8 and 10.



## Section I: Personal Response to Literature

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for written work on pages 9 and 11.

## Section I: Personal Response to Literature

### *Planning*

There is additional space for planning on page 10.

## Section I: Personal Response to Literature

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for written work on page 11.



## **Section I: Personal Response to Literature**

### *Planning*

## Section I: Personal Response to Literature

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**GO ON TO SECTION II**



## SECTION II: FUNCTIONAL WRITING

(Suggested Time: 45 minutes)

Read the situation described below and use it to complete the assignment that follows.

### THE SITUATION

Ms. Bessie Ordkurat, Principal of Nalwen School, is considering offering only introductory modules in some of the Career and Technology Studies (CTS) programs. The intermediate and advanced modules of Cosmetology and Mechanics would no longer be available. This change is recommended in order to equalize class sizes in all courses. Currently, a maximum of 20 students can be enrolled in each CTS lab course. To compensate for these small classes in CTS, classes are larger in core courses such as English and Mathematics, which now average 35 students per class. If adopted, the changes will take effect in the next school year.

Ms. Ordkurat has invited anyone who is interested in this issue to respond to the recommendation at the February 3 meeting of the Nalwen School Council.

You are Pat Jones, a Grade 12 representative on the Students' Union. You have been asked to make a presentation on behalf of all students to persuade Ms. Ordkurat and the Nalwen High School Council to retain the complete CTS programs in Cosmetology and Mechanics.

You have received a number of suggestions from fellow students. As well, the Students' Union has collected information on program costs, employment statistics based on reports from recent graduates of Nalwen High School, and information from *The Nalwen News*. (See pages 14 and 15.)

### THE ASSIGNMENT

**Write the speech that you will give on February 3 to persuade Ms. Ordkurat and the Nalwen High School Council to retain the complete Cosmetology and Mechanics programs for students at Nalwen High School.**

In preparing your speech, BE SURE to

- consider your purpose and audience
- study the information on pages 14 and 15 and use it to write a persuasive speech
- use an appropriate tone

Remember that this is a speech, not a letter. You do not have to sign your speech.

*Continued*

## Section II: Functional Writing

Editorial comment from *The Nalwen News*, January 13, 1999



**Tom Senecki,**  
**Editor**

### Education is Essential

The decision-makers at Nalwen High School are planning to drop the second and third years of the Mechanics and Cosmetology programs. This slashing, which would result in a two-thirds reduction of courses in these areas, is educationally unsound.

Nalwen High School's Cosmetology and Mechanics programs are tickets to employment for many of our young people. Alberta needs technical workers.

It is time for citizens to insist on adequate funding to retain basic, necessary education for all students at NHS.



Guest column from *The Nalwen News*, January 15, 1999

### School Needs Programs for All

I have recently read that Nalwen High School may be about to reduce its Mechanics and Cosmetology programs. As the parent of a son who completed the Cosmetology program and a daughter who is thinking about taking it when she begins high school next year, I see these cuts as unwise and unfair.

Everyone needs employment skills, even more so today than in the past. We must consider the needs of ALL students. Technical and vocational students have no less need for technical education in their chosen fields than astronauts have in theirs.

Students like my daughter may wish to graduate with both technical and academic skills.

It's all very well to introduce students to

Cosmetology and Mechanics, but students who want to pursue these careers need to be able to develop their skills to an advanced level. By providing only an introductory level course, NHS is forcing students to go elsewhere to get further training in these areas. Why should this happen when our school has the necessary equipment?

My son now runs a successful beauty and aesthetics shop. My daughter deserves the same opportunities as he had. Our children could get jobs as a result of practical high school training programs—if we refuse to close the door on valuable programs.

Lois Geagera



*Continued*

## Section II: Functional Writing

Cost Recovery for Specialized Three-Year Courses at Nalwen High School				
Program	1998 Enrollment	Cost of Supplies	Income from Customer Service	Cost Per Student
Information Processing	92	\$20 000	\$0	\$217.39
Legal Studies	52	\$5 000	\$0	\$96.15
Cosmetology	60	\$25 000	\$20 000	\$83.33
Mechanics	59	\$35 000	\$30 000	\$84.75

Employment Statistics for NHS Graduates with Complete Cosmetology and Mechanics Programs			
Employment Area	September 1995 Number Entering Program	June 1997 Number Completing Program	October 1998 Percent of Graduates Employed in Field
Cosmetology	20	19	85%
Mechanics	20	18	75%

### *The Nalwen News* asked NHS Cosmetology and Mechanics teachers “Why should your complete program be kept?”



**Eve Tiem Chan,  
Cosmetology**

“My students learn skills for life. They learn to care for their own appearance, they learn employment skills, and they gain self-confidence. Even if they never work as cosmetologists, they leave this program with

real-life skills. Many of these students solve problems with their “hands-on” intelligence. They need training that utilizes this valuable ability.

Furthermore, the cosmetology program recovers most of its cost through customer service. Our bookings show the high demand for our service.”



**Ray Malick,  
Mechanics**

“In our world, who doesn’t drive? Being able to look after your car so it doesn’t let you down is a valuable skill, even if you don’t earn your living as an automotive technician. Many of these students, however, will become good technicians, if they are given the chance. We at NHS are especially proud of the Mechanics students who have won prizes in national car repair competitions.

Our service bays are always full, which demonstrates that we have a reputation for quality work.”



## **Section II: Functional Writing**

### *Planning*

There is additional space for planning on pages 18 and 20.

*If you are using a word processor, staple your Section II finished work here.  
You may make corrections directly on your printed page(s).*

## Section II: Functional Writing

### Written Work

Ms. Ordkurat and the Nalwen High School Council

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for written work on pages 19 and 21.

## Section II: Functional Writing

### *Planning*

There is additional space for planning on page 20.



## Section II: Functional Writing

### Written Work

[illegible]

There is additional space for written work on page 21.

## Section II: Functional Writing

### *Planning*

## Section II: Functional Writing

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

SECTION III: RESPONSE TO VISUAL COMMUNICATION





### SECTION III: RESPONSE TO VISUAL COMMUNICATION

(Suggested time: 30 minutes)

Examine the photograph on page 22. Write a unified and coherent composition in response to the assignment that follows.

#### THE ASSIGNMENT

**What idea does the photograph communicate to you?**

#### Reminders for Writing

- consider the details in the photograph
- identify a main idea communicated by the photograph

Explain your idea by referring to the photograph. You may also refer to the photographer's choices to support your idea.

#### INITIAL PLANNING

Space is provided here for your initial planning. **Write your finished work on pages 25 and 27, or attach word-processed work to page 25.**

Idea communicated:

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Support:

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There is additional space for planning on pages 24 and 26.

### **Section III: Response to Visual Communication**

#### *Planning*

There is additional space for planning on page 26.

*If you are using a word processor, staple your Section III finished work here.  
You may make corrections directly on your printed page(s).*

### Section III: Response to Visual Communication

### Written Work

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

There is additional space for written work on page 27.

### **Section III: Response to Visual Communication**

#### *Planning*

### Section III: Response to Visual Communication

### Written Work

Blank lined paper for writing.



### **Credits**

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***Do Not Write  
On This Page***

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English 33: Part A

# English 33: Part A

## January 1999

(Last Name)

(Legal First Name)

Y M D

Date of Birth:

Sex:

Permanent Mailing Address:

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(Village/Town/City)

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School Code:

School:

Signature:

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English 33: Part A



Accommodations (mark all  
applicable): to be filled in by  
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